

## **Analysis of The Influence of School Internal Factors on The Quality of Islamic Education at SMAN 1 Gerung**

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### **ABSTRACT:**

*This research aims to explain the impact of internal school factors on the quality of Islamic education at SMAN 1 Gerung. Using a quantitative approach with an analytical design, the study involved the principal and 36 teachers selected through random sampling. Data collection included observation and questionnaires based on indicators and sub-indicators of the variables. Data analysis through t-tests and F-tests revealed a significant value of 0.001, indicating a strong influence of internal factors on Islamic education quality. The results confirm the alternative hypothesis, suggesting a significant impact of internal school factors on the quality of Islamic education. These findings are expected to guide the development of programs to enhance Islamic education quality at SMAN 1 Gerung.*

### **ABSTRAK:**

*Penelitian ini bertujuan untuk menjelaskan dampak faktor internal sekolah terhadap kualitas pendidikan Islam di SMAN 1 Gerung. Menggunakan pendekatan kuantitatif dengan desain analitis, penelitian ini melibatkan kepala sekolah dan 36 guru yang dipilih melalui pengambilan sampel acak. Pengumpulan data meliputi observasi dan kuesioner berdasarkan indikator dan sub-indikator variabel. Analisis data melalui uji-t dan uji-F mengungkapkan nilai signifikan sebesar 0,001, menunjukkan pengaruh kuat faktor internal terhadap kualitas pendidikan Islam. Hasilnya mengkonfirmasi hipotesis alternatif, menunjukkan dampak signifikan dari faktor internal sekolah terhadap kualitas pendidikan Islam. Temuan ini diharapkan dapat menjadi pedoman pengembangan program peningkatan kualitas pendidikan Islam di SMAN 1 Gerung.*

**Kata kunci:** *Faktor Internal Sekolah, Mutu Pendidikan Islam*

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## INTRODUCTION

Islamic education plays an important role in shaping the character, morals, ethics, and spiritual values of students within an educational institution (Astuti et al., 2023) (Suriono, 2022). As an integral part of the education system in Indonesia, Islamic education at the high school level (SMA) has a significant role in supporting the formation of a generation with strong religious understanding and good ethics (Albana, 2023). Islamic education teaches Islamic moral and ethical values such as honesty, tolerance, justice, and compassion. This helps students become responsible individuals who are empathetic and caring towards others (Astuti et al., 2023) (Romlah & Rusdi, 2023). Islamic education also instills useful life skills for everyday life, such as leadership skills, time management, tolerance, empathy, and teamwork, all based on Islamic principles (Suriono, 2022).

One of the key aspects that need attention in Islamic education is the internal school factors. Internal school factors refer to the conditions, policies, and culture within the educational environment (Halawa & Mulyanti, 2023). In terms of curriculum, these factors influence the extent to which schools allocate sufficient time and resources for Islamic education. Regarding educators, schools must ensure that teachers have adequate competence in teaching the subject and possess a strong understanding of the Islamic values they aim to impart to students (Silvia Marlina et al., 2022) (Noprika et al., 2020).

Factors such as school culture, classroom atmosphere, and support from the school and peers can affect students' learning experiences in Islamic education. A supportive and motivating environment can enhance students' interest and achievement in the subject. The availability of adequate resources tends to provide a richer and more varied learning experience in Islamic education (Arsad & Ali, 2021). The role of parents and the community in supporting Islamic education is crucial. Active support from parents in supervising and supporting religious learning at home, as well as community participation in school activities, can enhance the quality of Islamic education. Ultimately, if all these components are met, the quality of Islamic education will improve (Putri Septirahmah & Rizkha Hilmawan, 2021). Issues in schools related to these internal factors include leadership aspects, the quality of



educators, teaching methods, lack of parental support, and weak evaluation and monitoring. These issues are related to the quality of Islamic education.

The quality of Islamic education is a crucial foundation that must be achieved for the advancement of a school. Educational quality is the primary goal in implementing all programs in the school, whether internal or external. The quality of Islamic education in a school is influenced by many factors, one of which is the support from the school's internal factors. These internal school factors include the leadership of the principal, the curriculum designed, the quality of teachers, teaching methods, facilities and infrastructure, parental involvement, and school culture. For instance, in a school led by a principal with a vision and goal to make students become a Qur'anic generation, the school's development direction will refer to that vision and goal (Noprika et al., 2020).

The development undertaken involves designing a curriculum that aligns with the school's vision. The teaching conducted by the teachers will also use approaches that are consistent with the designed curriculum. The facilities and infrastructure developed will support the learning process (Kurniawan & Hasanah, 2021). Parental involvement is expected to align with the school's development efforts. The school culture developed will refer to the desired vision and goals. A well-designed educational curriculum will encompass various important aspects, such as understanding Islamic teachings, Islamic ethics, and worship practices. The quality of this curriculum will influence the extent to which students gain a comprehensive understanding of Islam (Selamet et al., 2022) (Susanti, 2021).

The quality and qualifications of teachers significantly influence the effectiveness of teaching and students' understanding of the subject matter. Qualified teachers are capable of delivering lessons effectively, providing deep understanding, and serving as good role models (Zakarya, Hafidz, Martaputu, 2022). Interactive, engaging teaching approaches that cater to students' needs will enhance their understanding of Islam. Utilizing various teaching methods, including discussions, simulations, role-playing, and the use of technology, can increase students' interest and understanding of Islam (Miswanto & Halim, 2023). The availability of adequate learning facilities, such as comfortable classrooms, well-equipped libraries, religious laboratories, and multimedia

resources, also contributes to the improvement of Islamic education quality in public educational institutions (Halawa & Mulyanti, 2023).

Parental involvement in supporting Islamic education in public educational institutions creates a conducive learning environment. Collaboration between schools, parents, and the community helps enhance students' understanding and practice of Islam outside the school environment (Arsad & Ali, 2021). A school culture that promotes Islamic values, such as honesty, patience, cooperation, and justice, provides a strong foundation for Islamic education in public educational institutions. The attitudes and behaviors of teachers, staff, and students reflecting Islamic values will create an environment that supports Islamic learning (Nashihin, 2019).

By paying attention to the above factors and continually striving to improve the quality of Islamic education in public educational institutions, the internal factors within the school must be considered. Therefore, it is expected that the quality of Islamic education can continually be enhanced, making a significant contribution to shaping a generation with a strong understanding of Islam and noble character. The quality of Islamic education in public educational institutions has significant implications for shaping students' character, morality, and religious understanding. The quality of Islamic education greatly influences the formation of a generation that understands Islamic values (Sari & Irawan, 2023) (Jeklin, 2020). Several indicators of Islamic education quality include academic achievement, character development, student engagement, teaching quality, facilities and infrastructure, parental and community involvement, and educational equity. These indicators serve as benchmarks for educational institutions to determine whether the quality of education is improving or declining (Aslihah, 2023).

Good quality Islamic education will produce a generation capable of facing contemporary challenges and contributing to sustainable development and the progress of the ummah (Pihar. A, 2022). However, in practice, there are various issues hindering the optimal quality of Islamic education, such as limited facilities and infrastructure, teacher quality, curriculum design, school culture, and parental support. To achieve better quality Islamic education, stronger support from the school's internal factors is needed.



SMAN 1 Gerung is an educational institution located in West Lombok Regency, West Nusa Tenggara. As a school that provides general education, SMAN 1 Gerung also has the responsibility to offer quality Islamic education to its students, as the majority of its students are Muslim. At SMAN 1 Gerung, there are co-curricular activities such as Tuntas Baca Tulis Al-Qur'an (TBTQ) and Spiritual Camp. The tahfidz extracurricular activity is a flagship program, featuring a public test every year. The curriculum designed reflects the needs and interests of the students, is relevant to contemporary demands, and incorporates Islamic values.

Although the significant role of internal school factors in determining the quality of Islamic education is widely recognized, there has been little research specifically analyzing the influence of these factors at SMAN 1 Gerung. Therefore, analyzing internal school factors is crucial as it relates to the quality of Islamic education. Achieving good quality must start with proper internal school management, making internal factors the primary focus to become a quality institution. Given the importance of this research, further study is needed under the title "Analysis of the Influence of Internal School Factors on the Quality of Islamic Education at SMAN 1 Gerung."

## **METHODS**

The type of research used is quantitative research with an analytical research design (Zakariah, M. A., Afriani, V., & Zakariah, 2020). This research design aims to determine the relationship between independent variables and dependent variables and/or to compare two variables in the study (Purwanto, 2019).

In data collection, the researcher conducted several steps, including direct observation, distributing questionnaires, conducting interviews to obtain more in-depth information, and collecting documents in written, image, or recorded form. The data obtained was then processed in SPSS using the specified hypothesis tests. The analytical design involves several stages: 1) identification of variables, 2) data processing of issues, 3) data analysis using relevant theories, 4) data explanation using previous theories to examine the relationship between variables, and 5) drawing conclusions. These five stages provide direction in conducting the analysis and discussion of the research.

In this study, the independent variable is the internal school factors, and the dependent variable is the quality of Islamic education. The research aims to examine the influence of internal school factors (X) on the improvement of the quality of Islamic education (Y) at SMAN 1 Gerung. The internal school factors are designated as variable X, expected to influence the quality of Islamic education as variable Y. To clarify the relationship between these variables, the research design includes the following steps (Zakariah, M. A., Afriani, V., & Zakariah, 2020):

Table 1. Research Design

No	Variable X	Variable Y	Q
1	School Principal Policies	Quality of Islamic Education	Influence/No Influence

The type of data used is quantitative. Data in this study was obtained from the variables of internal school factors and the quality of Islamic education from questionnaires distributed at SMAN 1 Gerung. The population in this study includes the principal and teachers. The sample consists of 36 teachers out of 67 and 1 principal, totaling 37 samples. The sampling technique used is random sampling, a method where every individual in the population, either individually or collectively, is given an equal chance to be selected as a sample member. The randomly selected sample size represents the population's characteristics in this study (Damar Ayu Suryaninggar, 2021). This sample size is sufficient for the entire population. By choosing a random sample, the results will be more objective and accurate.

The data collection technique in this study uses the observation method, with a questionnaire instrument for internal school factors and the quality of Islamic education. This means the researcher will observe the research location and then distribute questionnaires to the sample of 37 people. There will be 2 questionnaires, one for the internal school factors and one for the quality of Islamic education. The researcher also conducted direct observations, interviews to obtain more in-depth information, and collected documents. The internal school factors questionnaire consists of 8 indicators broken down into 20 tasks. The quality of Islamic education questionnaire consists of 7 indicators broken down into 15 tasks. These indicators were



developed based on the interrelationship between the components of the indicators that influence each other and can be measured. Each task has a value range of 1-5, making the total score for all tasks 100% (Ichsan & Ali, 2020).

$$Total\ Score = \frac{Score\ Obtained}{Maximum\ Score} \times 100$$

The data analysis technique is divided into two stages, namely prerequisite testing and hypothesis testing. Prerequisite testing uses homogeneity and normality tests. The normality test is used to determine whether the data is normally distributed or not, while the homogeneity test is used to assess the homogeneity of the research data. These two prerequisite tests serve as preliminary tests before conducting hypothesis testing. Meanwhile, hypothesis testing employs partial testing or individual parameter significance (t-test). The t-test essentially indicates the extent to which an explanatory/independent variable individually explains the variation in the dependent variable (Kasim et al., 2021).

In addition to the t-test, researchers also consider the F-test or simultaneous significance test. The F-test is used to determine whether the independent variables collectively or simultaneously affect the dependent variable (Utari & Darwin, 2023). F-test Formula

$$F = \frac{R^2/(k - 1)}{(1 - R^2)/(n - k)}$$

Information:

F:  $F_{\text{calculated}}$  Coefficient

$R^2$ : Determination Coefficient

K: Number of explanatory variables

N: Number of observations

The F-test is conducted to examine the significance of the regression model results. If the calculated F-value is greater than the tabulated F-value, and the significance level is less than 0.05, then this indicates that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This means that the independent variables have a significant influence on the dependent variable. (Utari & Darwin, 2023).

Testing criteria:

$F_{\text{calculated}} > F_{\text{tabulated}}$ :  $H_0$  rejected,  $H_1$  accepted

$F_{\text{calculated}} < F_{\text{tabulated}}$ :  $H_0$  accepted,  $H_1$  rejected.

## FINDINGS AND DISCUSSION

### FINDINGS

Data analysis in this study was conducted in two stages. Firstly, prerequisite testing through normality and homogeneity tests. Secondly, hypothesis testing using t-tests and F-tests. Based on the analysis conducted using the SPSS application, the results of the prerequisite tests can be explained. First, the normality test used the one-sample Kolmogorov-Smirnov test. This test is part of the classical assumption test (Nugraha, 2022). It is performed as a requirement before conducting hypothesis testing to assess the normality of the obtained data. Based on the testing conducted via SPSS, the following results were obtained:

Table 2. Normality Test Results (*one-sample kolmograf-smirnov test*)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		37
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	6,60875666
Most Extreme Differences	Absolute	,083
	Positive	,066
	Negative	-,083
Test Statistic		,083
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the normality test, the obtained significance value is 0.200. Referring to the decision-making basis, if the significance value is greater than 0.05, then the data are normally distributed; however, if the significance value is less than 0.05, then the data are not normally distributed. Based on the test



results, the value of  $0.200 > 0.05$ . This means that the residual values are normally distributed.

Next, the homogeneity prerequisite test conducted using SPSS yielded the following results:

Table 3. Homogeneity Test Results

<b>Test of Homogeneity of Variances</b>					
		Levene Statistic	df1	df2	Sig.
FIS	Based on Mean	3,564	1	35	,067
	Based on Median	3,662	1	35	,064
	Based on Median and with adjusted df	3,662	1	34,281	,064
	Based on trimmed mean	3,624	1	35	,065

Based on the test results, the obtained significance value is 0.065. The decision-making assumption is that if the significance value is greater than 0.05, then the data are homogeneous; however, if the significance value is less than 0.05, then the data are not homogeneous. Based on the test, the result is  $0.065 > 0.05$ . This indicates that the data are homogeneous.

After completing the prerequisite tests, the researcher conducted the t-test and F-test. Based on the results of the t-test and F-test, the following outcomes were obtained:

Table 4. Results of Variance t-test

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37,134	13,201		2,813	,008
	FIS	,608	,159	,542	3,820	,001

a. Dependent Variable: MPI

The decision-making basis for the t-test is as follows: if the significance value is greater than 0.05, then there is no influence of variable X on variable Y.

Conversely, if the significance value is less than 0.05, then there is an influence of variable X on variable Y. Based on the hypothesis test above, a significance value of 0.001 was obtained, indicating that  $0.001 < 0.05$ . Therefore, it can be confirmed that there is an influence of variable X on variable Y.

Furthermore, concurrently with that, the obtained data from the F-test are as follows:

Table 5. Results of F-test

ANOVA <sup>a</sup>						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	655,568	1	655,568	14,593	,001 <sup>b</sup>	
Residual	1572,324	35	44,924			
Total	2227,892	36				
a. Dependent Variable: MPI						
b. Predictors: (Constant), FIS						

Furthermore, when looking at the significance value through the F-test with the same decision-making basis as the t-test, the obtained significance value is  $0.001 < 0.05$ . This indicates that there is a simultaneous influence of variable X on variable Y.

## DISCUSSION

The influence of internal school factors on the quality of Islamic education can be determined through hypothesis testing. Hypothesis testing is a test conducted on temporary assumptions or theories made in this research. The temporary theories consist of influence or non-influence. Before conducting hypothesis testing, researchers must go through hypothesis prerequisite tests. The first step, researchers conduct a normality test using the one-sample Kolmogorov-Smirnov test method. This method is highly significant in determining the normality of research data (Usmadi, 2020). Based on the normality test results conducted using the SPSS application, the significance value obtained is 0.200, which is greater than 0.05. This indicates that the data are normally distributed. Normally distributed data are safe to use in hypothesis testing. This means that the internal school factor data as the independent variable (X) and the quality of Islamic education data as the dependent variable (Y) do not have problems with normality. Next, the



researcher conducts a homogeneity test to determine whether the data are homogeneous or not. The purpose of this homogeneity test is to make the data equivalent or the same before conducting hypothesis testing. Based on the homogeneity test conducted, a significance result of 0.065 was obtained, indicating that the obtained value is greater than 0.05, which means the data are homogeneous. Homogeneous data are a prerequisite for determining whether the data have an influence or not.

After completing the above prerequisite tests, the researcher conducts hypothesis testing using the principles of t-test and F-test. The t-test is a test conducted to observe the influence between the independent variable, in this case, the internal school factor (X), and the dependent variable, namely the quality of Islamic education (Y). The t-test is one of the statistical methods used to compare the means of two different groups or to determine whether the difference between the means is statistically significant (Tannady, 2009). This test is usually used when the observed data are normally distributed and have homogeneous variances. That is why normality and homogeneity tests must be conducted before conducting the t-test. The t-test is usually conducted when the variables are balanced (Usmadi, 2020). In this study, there is 1 independent variable and 1 dependent variable. Therefore, the possibility of observing the influence through the t-test is very good.

Based on the t-test conducted using the SPSS application, a significance value of 0.001 was obtained. The decision-making basis for the t-test includes: if the significance value is greater than 0.05, then there is no influence between the internal school factors and the quality of Islamic education at SMAN 1 Gerung, whereas if the significance value is less than 0.05, then there is an influence of internal school factors on the quality of Islamic education at SMAN 1 Gerung. The value of 0.001 is less than 0.05, indicating that there is an influence of internal school factors on the quality of Islamic education. This means that the quality of internal school factors will impact the quality of Islamic education; good internal factors or support will certainly produce good quality Islamic education, conversely, poor internal factors or support will produce poor quality Islamic education (Suriono, 2022).

Thus, this research serves as a reference for readers in considering the fulfillment of support factors for the improvement of Islamic education quality. Especially in SMAN 1 Gerung, the location of this research, every fulfillment of

school support leads to the quality produced. It can be said that quality is the result of fulfilling internal school factors or support. Based on this test, it means that out of the two hypotheses, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected.

Next, the researcher wants to further investigate whether this influence occurs simultaneously or not. To determine this, the F-test data in the ANOVA table is used. The F-test is a statistical method used to compare the variation between two or more groups of data. The F-test is used to examine whether the relationship or influence of data occurs simultaneously or not. The decision-making basis for the F-test is the same as the t-test (Hana et al., 2019). Based on the data obtained from the F-test, the significance value is 0.001, indicating that the significance value is less than 0.05. This means that there is a simultaneous influence of internal school factors on the quality of Islamic education at SMAN 1 Gerung. The presence of this simultaneous influence becomes a reference or further study to undertake several actions:

1. Examining other internal school factors that may be key factors in improving educational quality. Apart from these internal school factors, there are many other factors that are not mentioned, which will be the subject of further research for subsequent studies.
2. The school chosen as the research location is SMAN 1 Gerung, and this school will serve as a sample for other schools in improving the quality of Islamic education. The results of this research are not only for the quality of this school but also for other schools.
3. This research will serve as a basis for further research on the influence of internal school factors on the quality of Islamic education.
4. Besides internal factors, there are external school factors that can influence the quality of Islamic education. Therefore, school attention becomes a key point. Thus, the findings of this research will provide fundamental knowledge for school principals in formulating school policies and strategies towards progress. Then, all of this will have an impact on teachers as the main human resources in utilizing all school internals, both in hard and soft forms. Providing understanding to educational personnel and stakeholders related to this matter, so that



the implementation of the research results, which focus on school internals (school infrastructure), can be directed towards the quality of Islamic education. Thus, this research provides very deep implications for all levels of schools in paying attention to the quality of education.

## CONCLUSION

This study aimed to elucidate the impact of internal school factors on the quality of Islamic education at SMAN 1 Gerung. Data analysis, including normality and homogeneity tests and hypothesis testing using t-tests and F-tests, revealed that internal school factors significantly influence the quality of Islamic education, with a significance value of 0.001. These findings underscore the importance of internal factors such as effective leadership, qualified teachers, supportive school culture, and parental involvement in enhancing Islamic education quality. Despite the study's limitations, such as a small sample size and reliance on self-reported data, the results provide critical insights for educational leaders and policymakers to continuously evaluate and improve school policies and practices. Future research should consider larger samples and mixed methods to further explore the influence of both internal and external factors on Islamic education quality. In conclusion, this study highlights the essential role of internal school factors in improving the quality of Islamic education at SMAN 1 Gerung, advocating for targeted strategies to enhance educational outcomes through ongoing assessment and adaptation of school practices.

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